



The Effect of Using British Council BBC Learning English Application on the Tenth Grade EFL Students' Listening and Speaking Skills and their Attitudes toward it

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Abstract

The current search aimed to investigate the effect of using BBC Learning English Application on developing 10th grade students' listening and speaking skills and their attitudes toward it. The participants of the study consisted of 46 students from the 10th grade students studying at Al-Mashari Secondary School for Boys at the Northern Valley Directorate of Education. The students were already divided into two sections. The first was assigned as the experimental group that was subjected to using BBC Learning English Application and the other group was the control one which was taught using the regular instructional method. Each group consisted of 23 students. The quasi-experimental design including pre-post-test was used in the study, and the questionnaire was also applied to the experimental group. Statistical treatment was carried out. Findings revealed that there were statistically differences at $\alpha = 0.05$ between the means of both groups on the students' listening and speaking post-test in favor of the experimental group. The findings also revealed that most students' responses were "strongly agree" and "agree". This indicated that using BBC Learning English Application had positive impact on students' attitude. Accordingly, the researchers recommended integrating BBC Learning English Application in teaching listening and speaking skills to learn the language because of its effect on developing students' listening and speaking skills.

Keywords: BBC Learning English Application, EFL, Listening, Speaking, EFL students' attitude

INTRODUCTION

The use of educational applications and programs in various fields has been so successful and beneficial for teachers to reach some particular goals especially in education and for those who are learning a foreign language and literature. The significance of these tools of technology is seen and enjoyed these days. Changes of tools used to help students learn the language competencies that affect language teaching. These tools are found beneficial in language teaching and learning. Tafani (2009) claims that the use of English movies, as an English learning tool increases the chance to develop language competency and

enhances students' oral and communication skills. One goal why media is influential in teaching and learning is that students might get interest in learning something new.

In Jordan, as a part of the world, language teaching is subject to the impact of different technological aids and mass media that could positively assist students to learn the language and language competencies. The use of program might complement traditional teaching approaches and it could build a bridge between them to engage students, motivate interests in the subject matter. The audio-visual aids through using English learning applications are undoubtedly an exciting way to interact with technology, especially when they are available anytime in classroom and home. Stemplesky (2002:364) points out that "the use of video in teaching can help motivate students, stimulate language use, give realistic listening practice and enhance students' awareness of particular language points or other aspects of communication". Video is not only an authentic source of language learning that provides comprehensible input of English but also motivates students in learning. Moreover, it assists students in mastering speaking and listening skills, and these skills cover English use including culture and linguistics.

Using BBC Learning English Application as an aid for language learning can expose students to chance to hear many different people from different non-English speaking countries. It may also provide students with multiple sources and activities for instructors and students that are authentic. BBC Learning English application may be one of the most vital instruments that may influence English language learning advancement. Through using the program, students might have the opportunities to broaden and deepen knowledge, encourage intellectual development, encourage skill acquisition and provide tutorials on curricula subjects.

BBC Learning English Application and Language Learning

Technology has turned into an important aspect in the process of learning inside and outside the classroom. Each English language period uses some kind of technological aids to help and develop language learning through using a certain variety of these technological tools or applications that could help teachers facilitate the learning of language such as, to be specific, BBC Learning English Application. BBC Learning English Application is one of the best technological aids to learn a foreign language and master it as it saves time with everything at learner's finger trips, whenever he decides. Through using the application, learning English language is not restricted to the classroom and almost everybody can study foreign language from their homes or any other place they prefer without being exposed to nervousness when specifically making mistakes.

Technology has turned into an important aspect in the approach of learning. Each language classroom uses some kind of technology to develop language learning through using a certain variety of technological aids or applications that could help teachers facilitate the language learning such as BBC learning English application. Ahmadi (2017) illustrated that one leading element for learning is the approach that teachers utilize in their teaching periods to simplify the way of language learning. Bull and Ma (2001) reported that technology introduces endless resources to learners of language. Harmer (2007) and İltir (2015) asserted that teachers have to persuade students to find out

suitable activities by using technological tools to be successful in language learning. Clements and Sarama (2003) declared that proper materials of technology use can be beneficial. The application of technology has considerably changed English teaching methods. Patel (2013) provided many alternatives for making teaching interesting and more productive using technological advances.

It is popular that audiovisual materials represent great support in stimulating and facilitating the learning of a new language. Recently, the use of video in English classes has increased swiftly as a result of the growing emphasis on communicative techniques such as video lesson which is considered a valuable resource and well-liked by both students and teachers. Hemi (1997:45) reported that "students like it because visual aids are interesting, challenging, and stimulating to watch."

It is doubtless that video and audio are one of the best materials that enable students to practice what they have learned through various techniques. Canning-Wilson and Wallace (2000) described video at the most basic level of instructions as a form of communication that can be fulfilled without the help of language because we often interact by using gestures, eye contact and facial expressions to convey meaning.

In methodology speaking, watching video films should be targeted and teachers should encourage the learners to watch actively by using supplementary materials such as worksheet prepared by them or supplied with the film. Careful choosing of a film can be useful and extremely a motivational teaching tool for both practicing listening and stimulating speaking and writing (Katchen, 1996). Accordingly the true combination of multimedia and teaching methodology is very important to attract learners' attention towards English language learning.

As a part of the world service, BBC learning English application has provided English courses for the audience of the world since 1943 offering audio, video, and text materials to students all over the world. It also provides multimedia English language teaching materials to meet learners' needs. These materials are introduced as long courses but each course is independent. This means that the learner is capable to choose the suitable way for studying by taking the long course or taking single material that suits them. The application sits on top of the platform stack and is the layer users interact with. According to Kuning (2020), BBC learning English teachers teach English through simple English conversation. Nowadays, an available research often tightens the use of technology as a compensation for both students and teachers in L2 classrooms. Therefore, instructors meet a true challenge to shape dynamic atmosphere and to maximize the function of the technology in the classroom (Blair, 2012). Therefore, listening has a necessary role in language teaching, and speaking is the product of the process of listening. As a result, BBC Learning English application represents an important part in improving both speaking and listening while teaching the language.

Zhao (2013) reported that the access to authentic materials as on the platform of BBC learning English application in the target language is critical for successful language teaching and successful learning. Baytak, Tarman and Ayas (2011) carried out a research and assured the important role of advancement technology in language learning.

BBC Learning Application and Oral Skills

Listening is an important part for learning communication as it is fundamental in providing meaningful response. Listening plays an indispensable role in helping the language learner to acquire pronunciation, word stress, vocabulary, intonation, syntax, and semantics. Besides, the message comprehension can be based on voice tone, accent, and pitch. Therefore, without the listening skill, communication does not occur (Cross, 1998). It is a fact that audio-visual sources have an outstanding role in stimulating and facilitating learning a foreign language. Employing video materials in a classroom can empower students' motivation to learn because it exposes them to a variety number of real- life situations, which help them understand similar situations in their real life (Mirvan, 2013).

Listening is an important skill to acquire a language and the students try to improve listening comprehension by applying different techniques used in teaching listening skill. Podcasting like BBC Learning English application opened up new opportunities for students and learners as they practice listening. Stanley (2013) stated that podcasting is one example of technology that can support pronunciation in and out of the classroom. He assured the efficiency of being an active listener who uses certain equipment such as stand-alone microphone, websites, voice software, and headset. Stanley (2013) reported that some researchers address the impact of podcasting as an instrument for making CALL the student become an effective autonomous learner in the future. McMinn (2008) affirmed that podcasts are used for increasing the time allocated for learning the language by students and it provides fruitful experience that might help motivate and stimulate the language students.

Listening skill is a crucial part of language learning to help students understand what is being uttered as it provides them with sufficient comprehensible inputs through sound discrimination, previous knowledge, grammatical structure, stress and intonation (Hamouda, 2013). Listening has an important function both in daily life and in academic context to foster the effective communication. Anderson and Lynch (2003) illustrate that listening skill is as essential as speaking skill for people who are not able to communicate face- to- face unless the two skills are developed together. Rost (2013) points out that the listening skill points out the complex process that allows people to comprehend the spoken language. Speaking is not only an important element for producing communication but it also aims at helping people understand the world.

Perfect communication is impossible to achieve without the use of language. Therefore, it is a need for people to communicate. Since speaking plays an essential role in communication, people try to learn the speaking skill, so they can communicate properly, share ideas and thoughts with the entire community around the globe. Providing students with a variety of situations, and speaking tasks affects their speaking and improves their fluency. Patel (2013) asserts that confidence and competence usually reinforce English speaking skill by building up ways for eliminating fear of making errors and letting students feel comfort when they speak.

Most Jordanian students have clear difficulties in mastering listening skill. Their productivity in these skills reveals apparent weaknesses inside and outside the classroom. Through our experiences as teachers of English language, students are seen as they can barely speak English inside the classroom with either their peers or with the teachers. This leads to an outcome that their listening skill is not practiced well. The interaction also between the students in English is absent because of the teacher dominating the class and being the only person who leads the class activities not the students themselves. Therefore, Jordanian students face problems in speaking skill and this fact is clearly stated by different researchers such as Abdel Haq (1982). He states that Jordanian students learn English in their native country where the mother tongue is Arabic. Rababah (2003) reports that Arab students of English encountered a problem in communicating freely in the target language. Using BBC Learning English application is expected to overcome most of these problems as it may help the students use authentic English videos that focus on listening skills.

Speaking is one of those significant skills that can be apparently understood by illiterate and literate people. Everyone realizes the importance of speaking skill and knows that it is difficult to master the language orally. For certain people, being able to speak a language wherever needed is the ultimate goal of knowing it. Knowing that everything starts in the classroom should be founded for a successful relearning experience; there must be pure understanding of various complexities student and teachers experience to revise these weaknesses in order to get the best results.

Spratt, Pulverness, and William (2011: 34) stated that speaking is a productive skill that involves using a speech to express meaning to other people". When people speak, they use different aspects of speaking, depending on speaking type they are involved with to show why speaking activity is full of complexity. Bradcha and Djendi (2021) illustrated that injecting BBC learning English podcast and other oral aural material could definitely promote both accuracy and fluency.

Speaking skills such as pronunciation in any language is an essence for learning it, especially in English to speak properly and deliver recognizable pronunciation, because when a person's pronunciation changes, the meaning will change. Prambudi (2013) reported that one of the functional ways to learn English most is listening and watching films with seriousness. By this way of learning, pronunciation is absolutely controlled as the capability of imitating of pronunciation of a foreign language becomes easier and with time coming, one will get used to saying and pronouncing well. To add, increasing pronunciation is very effective at the time of utilizing media, such as listening to radio, watching English language TV, for example, BBC and CNN or other channels, and besides using English learning applications like BBC Learning English application.

Stempelsky (2002) demonstrated that the use of video in teaching language can increase probability of motivating interest of students, stimulating usage of language, providing real listening and speaking practice. Harmer (2001) also explained that the speaker needs to pronounce phonemes correctly, use stress properly and patterns of intonation and use continuous speech if he wants to keep speaking the language fluently. Chan & Lee (2005) reported that Podcasts provide learners with authentic experience to learn various skills

of English language. The use of podcast, furthermore, decreased anxiety of learners and creates for them a sense of belonging to an environment of learning.

When learning speaking, one should master English vocabularies which were considered a difficult corner or aspect of vocabulary memorizing and it led to difficulty in understanding the target language. Ginting (2019) mentioned that the difference between writing and pronouncing vocabulary makes it difficult to master. Therefore, BBC Learning English application can support them and enrich learners' vocabularies through watching videos of the BBC Learning English podcast.

Riftningsih (2018) illustrated that in Computer-assisted Language Learning (CALL), media has many benefits in English speaking skill. Liu and He (2014) assured that students constantly overcome the linguistic restrictions during the continuous use of certain applications to practice English speaking skill and happily communicate their thoughts and ideas as they freely practice the language with motivations. Therefore, applications help students immerse themselves in learning the language and enriching their knowledge of it. Rao (2019) proved that nowadays, anything attached to good English speaking skill is a passport for further career prospects. Richard (2015) claimed that software application is carried out differently such as visual or auditory learning and plays an actual instrument for student to improve their English communication ability.

This study focuses on providing students with audio-visual authentic materials in order to motivate students' speaking and listening skills learning. The study also suggests free sources and activities for both teachers and students through using BBC Learning English application as it may help students comprehend the content of the videos and understand the message conveyed. Therefore, teaching speaking and listening can lead students to improve their capability in expressing feelings, ideas, and emotions. The study concentrates on making students enthusiastic in order to develop their speaking and listening in language learning.

BBC Learning English Application and Students' Attitudes

The BBC learning, as an e-resource, plays a significant role in students' communities. These days, attitude is a part of the discussion when learning process is present. Leong and Austin (2006) claimed that attitudes play a fateful role in the person's opinion, emotions, feelings, performance, and success. Attitudes toward learning the language affect either positively or negatively. Therefore, Coleman (2011) stated that utilizing British Council websites has developed the educational field and if an EFL student shows positive attitude to the use of BBC learning English videos, the person will be directed to, as a result, improve his/her listening comprehension.

Fernandez, Simo, and Sallen (2009) searched the feeling and reactions of students toward podcasts use and found that these podcasts are powerful instruments that helped increase their motivation in language learning. Wallace and Dunn (2013) claimed that BBC Learning English application provides activities for people who can learn English in a more interesting way. By using BBC learning English application, EFL students can improve their knowledge and language with the help of the best experts in the globe.

Goldsmith (2005) reported that available resources show that students' attitude toward the use of E- resources on BBC learning English application got improved importantly. Alharbi (2000) stated that improvement is achieved when new universities forced students to realize the importance and the need for resources of BBC for English learning in the technology field and it comes into the mind of the students. Nah, White and Sussex (2008) claimed that students expressed positive attitudes toward the use of the website and it was effective for learning listening, student-centered learning, and learning collaboration.

English, these days, is considered the most prominent language of the universe though some students do not think of this because they find it a useless tool in a community of their own with no use of the English language rather than their mother language. In Jordan, some students do not pay attention to learning English language because of different reasons. Some of these reasons are the traditional teaching methods and not showing interest in learning the language. BBC Learning English application might grab foreign language students' attentions and help them to have a convincing and non-conventional teaching method that could motivate their attitude positively toward learning English.

STATEMENT OF THE PROBLEM

As researchers and instructors for more than two decades, we have noticed that EFL students have tangible weaknesses in speaking and listening. These weaknesses might be attributed to the fact that the majority of English language teaching methodologies are conventional. Accordingly, the researchers tries a contemporary method to examine its effect on the 10th Grade EFL students' listening and speaking. The researchers believes that teaching speaking and listening by using non-conventional ways might foster and help EFL students perform target language naturally in the way it is rightly used by English native speakers.

This study claims to develop students' skills of listening and speaking and the researchers thinks that BBC Learning English method may have a tremendous role in helping students develop the listening and speaking skills. Besides, using BBC learning English method might be useful for developing the students' listening and speaking as it could increase students' motivation and their awareness of this method.

PURPOSES AND QUESTIONS OF THE STUDY

The main purpose of the current study is to investigate the effect of using BBC Learning English application on 10th grade EFL students' oral skills (listening and speaking) and identifying the experimental group students' attitude towards the use of BBC Learning English. It sought to answer the following two research questions:

Q1: Are there any statistically significant differences between the mean scores of the experimental and control groups students' performance in their listening aspects due to the method of teaching (BBC Learning English Application vs. the Regular Instruction) in the post-test?

Q2: What are the experimental group students' attitudes toward using BBC Learning English application as a method in learning speaking and listening skills?

SIGNIFICANCE OF THE STUDY

There may be many benefits of this study for different groups of people.

- This study is an attempt to investigate how media, such as BBC Learning English application through British Council, can be used to develop students' listening and speaking and to explore the potential benefits of the program in teaching foreign language. By using BBC Learning English application, students' engagement with classroom tasks may be raised. Besides, teachers may find it more interesting as it is a way of getting rid of artificiality.
- The findings of the study might be officially adopted by The Ministry of Education to use the BBC Learning English application in teaching English as a foreign language.
- Curricula designers may benefit from this study in the sense that they use BBC Learning English application for developing and improving students' listening and speaking skills.
- Teachers may benefit greatly from the study results as it may show whether BBC Learning English application is useful in learning English skills.

RELATED LITERATURE

Studies Related to Using BBC Learning English Application in Listening

Phuong's study (2011) aimed to discover the effect of Computer-Assisted Language Learning activities on academic listening skill of English as a foreign language, as well as teachers' attitudes toward computer use in Vietnamese institutions. The participants of the study were four instructors of listening and their pupils (100 learners). This study used a quasi-experimental design. It was conducted in 2 phases, the Baseline and Intervention. The intervention classes were taught with supplementary online resources provided to the trained teacher and the Baseline classes were taught with extra listening book selected by their teachers. The results indicated that there was a variance between the students' scores in listening in the intervention classes with the comparison of the Baseline group, and the students gained better skills in listening instructions because it was given much more consideration.

Ilter (2015) investigated the effect of using technologies, and teachers' and students' perspective on language learning process. The study was qualitative which contained 2 structured questionnaires with 12 teachers and 10 students in a primary school. After the research implementation, teachers mentioned that technology- based cartoon films, blogs, and social sites affected younger students and increased their language awareness. Students explained that English lessons could be easy and interesting with the use of technology.

Purba (2018) investigated the effect of Audio-Visual Teaching Media on the listening comprehension of students. The study design was experimental. The participants were first year students of English Study Program. For collecting data, students of the experimental group listened to and saw the video of Martin Luther King Jr.s' speech "I have a dream", and students of the control group listened to the speech simply. After analyzing data, it was concluded that using teaching media is more effective than the traditional teaching on students' listening comprehension.

Riftiningsih (2018) examined the use of video media for improving learners' listening skills for Second grade of Senior High School in SMAN 2 Grabag Magelang. The study was action-based research. By means of qualitative and quantitative research analysis of data, two cycles participated in the process of this the research. Each cycle consists of planning, implementation, observation and reflecting. Passing grade was 75. The number of students in cycle one who passed was 6.667 % in the pre-test and 3.333 % in the post-test. The number in cycle 2 who passed in the pre-test was 43.333 and 76.667 in the post-test. The improvement of using video media in listening skill is significant as shown in the results of the study.

Kyaw and Hlaing (2020) examined the effect of using technology to improve the listening skills such as podcast, language laboratory, overhead projector, BBC learning English application, Voice of America (VOA) learning English application, Computer-assisted Language Learning (CALL), and Real-world video which are considered the best tools for teaching listening skill and improving it. The participants were 100 students (70 females and 30 males). The researchers distributed a questionnaire with both close-ended and open-ended questions to the learners. After collecting data, and by means of quantitative and qualitative research method, the results showed that the use of technology sought for ultimately helping students in developing their listening skills. Students were full of enthusiasm in learning listening skills and willing to practice listening activities using new technologies.

Studies Related to Using BBC Learning English Application in Speaking

Kanan and AbuSeileek (2013) examined the impact of audiovisual chat on foreign language students' performance in the productive skills. The participants were divided into two groups; one is experimental group and the other is control group. The experimental group was taught using the computer-based method and the control group was taught using the regular instruction. The study findings showed that there were no significant differences in the mean scores between the control and experimental group in favor of the experimental group. In addition, the findings showed that there was a significant impact and the mini scores between audio and visual techniques in favor of the visual technique.

Bataineh and Al Qadi (2014) aimed to reveal the impact of authentic videos on the students' language proficiency. The study was based on a quasi-experimental approach. It contained 32 students from Saudi University whom the test tool was given for. The study showed that there was significant impact on improving and developing students'

proficiency after they used the video. The experimental group indicated tangible progress in their skills of listening and speaking.

Kim (2015) sought to investigate the effect of authentic videos resources on promoting listening comprehension. Eighty-six students participated in the summer session of Korean University. The study design was experimental. They were divided into groups of 29, 29, 28 students; low group, enter mediate group, and advanced group respectively. They were taught the same authentic video resources for 10 weeks. After implementing the pre-test, post-tests design and a questionnaire, it was concluded that intermediate and advanced groups students' listening skill increased significantly after learning with video. Also, students responded positively as the results showed students' perception towards using video resources.

Bradcha and Djendi (2021) aimed at identifying the effect of using BBC learning English podcast as a home practice resource on Algerian EFL learners. The study is descriptive and its goal is to describe two variables, BBC Learning English application as an independent variable and the speaking skill as the dependent one. Six secondary school teachers and a classroom observation interview took place with the second year scientific stream of Abdul Hak Ben Hammouda Secondary School. After the qualitative analysis of the collected data, the results showed that the oral skills have improved significantly through the use of BBC learning English application as a home practice tool, and it enhanced learners' speaking skill.

Setiadi (2021) examined the effect of utilizing BBC Learning English application on improving students' skill of speaking in learning English language. The study sample was grade 11 students of SMA Muhammadiyah Sungguminasa. The study is based on using the experimental design. Students were asked to tell a story in the pre-test and to tell another story about COVID-19 pandemic in the post-test. The recording was held in both phases. After using the British Council BBC Learning English application, the results showed that the strategy made the students more confident, relaxed and it was helpful in learning English.

Hamdani and Puspitorini (2021) aimed at exploring the use of BBC Learning English application for improving students' English skills, particularly vocabulary skill. The study design is qualitative. The participants were 26 students of Bhayangkara, Jakarta, Ray University, majoring in accounting in the 4th semester. Questionnaire data collected revealed that students got 10 new vocabularies for each meeting. Twenty three students were able to memorize English vocabularies easily. Twenty one students liked the topics in the application. Twenty one students agreed that the application was very flexible to use. Twenty students agree that the application was friendly to use. Twenty one students were proud of using the application. Thirteen students agreed that mastering vocabulary is important. Twenty-two students got fun experience using the application. Seventeen students had the target to master English vocabularies.

Andriyani, Sukarini and Tariana (2021) conducted a study that aimed to identify the segmental features contained in *Word in the News* in BBC Learning English. These segmental features were vowels, diphthongs, and consonants. This research belongs to

descriptive qualitative research because of classifying the declarative sentences found in the BBC Learning English video as key instrument. For data collection, the researchers opened website *Word in the News* in BBC Learning English application, chose the *Word in the News* videos, transcribed the videos, picked out the word that contained the segmental features, counted the number and percentage of segmental features, and applied the findings in teaching speaking. Results indicated that BBC Learning English video contained 93 segmental features, 43 vowels, 21 diphthongs, and 28 consonants. Results also gave ideas to teach speaking at vocational high school.

Luu, Vo and Nguyen (2021) examined the benefits of certain learning applications on students language competencies especially English speaking competency. The research design is of two types, an interview and a survey. The researchers analyzed the use of English learning applications to develop speaking skill within Van Lang University students. The researchers distributed a questionnaire with 20 open-ended questions and 10 semi-structured interview questions to 400 students from Van Lang University. After collecting data, the results showed that Elsa Speak application, Doulingo application, and BBC Learning English application are very functional for learning English speaking skill with high effective levels.

Studies Related to Using BBC Learning English Application in Students' Attitudes

Nah, White and Sussex (2008) examined the possible use of mobile phone video-based to peruse Wireless Application Protocol (WAP) site in order to learn listening skill. The study was to focus, in specific, on the language students' attitudes toward using mobile phones. Researchers depended on the input, the interaction, the output and task-based learning approaches. An experiment was carried out for undergraduate students who enrolled in listening course at a Korean university. The experimental design instrument was a WAP site. The results revealed that learners expressed positive attitude toward the WAP site use and the site was found effective in learning listening skill and for collaborative learning.

Kim and King (2011) investigated teachers' and students' attitudes toward podcast depending on prior experience on computer technologies. In this qualitative study, the researchers conducted interviews, observations, research notes with TESOL teachers candidates (the participants) and investigated their attitudes and responses towards the use of podcasts. Anonymous survey of the actions above was used for collecting data. Results showed that there was a positive attitude toward podcasts, and they were found to be interested to podcast-based learning.

Azar and Nasiri (2014) intended to examine learners' attitudes toward the effectiveness of using Mobile-Assisted Language Learning (MALL) on the skill of listening. The study was based on the experimental design. The participants of the study were four intact classes among a group of EFL learners. The first question focused on the comparison between the impact of cell phones-based audiobooks and traditional-based audiobooks. The second question aimed to investigate the learners' attitude toward technology. For collecting data, MALL question was delivered to the experimental group with

interviewing some participants. The findings showed that the experimental group taught by cell-phone based audio books outperformed the students of control group on their comprehension of listening.

Zou and Li (2015) aimed to investigate how mobile applications are associated with language learning and teaching and what types of activities can be employed to enhance EFL students. The study was based on the experimental design. The study participants were 84 students in two phases (40 students in phase 1 and 44 students in phase 2). A class app was created by the researchers and integrated into English teaching and learning in and out of class. Questionnaires and interviews were conducted so as to explore students' perceptions about the applications. Results showed that mobile learning can be adopted in English classes and learners' self-study. The application which introduced sources related to lessons provided extra support to students to practice English within and after the class. Students who participated in the study expressed positive attitude towards mobile learning.

Davydenko (2021) investigated how podcasts means improve English listening comprehension. The study design was experimental and it was applied to Gogol State University, Ukraine, using quantitative and qualitative ways of data analysis. The participants were first year EFL students. The study tools were questionnaire, pre-test, post-test and observation. After offering special BBC Learning English application activities and tasks which contribute to integrating other language skills, it improved the process of forming competencies in the students' listening skill. The results were positive and BBC learning English podcast with meaningful, appropriate, and interesting activities grabbed students' attention, increased their motivation, and improved their listening comprehension.

Concluding Remarks

After reviewing the previous studies about using technology and English teaching applications, it is clear that using BBC learning English application is more beneficial and helpful than using the regular method. Numerous studies on technological tools and educational applications claim that the integration of learning can improve academic performance, reinforce motivation, and develop the process of learning. BBC learning English Application study is on the same pace with these studies above and it aims to find out how this application affects the learners' listening and speaking performance. This study is different from the previous studies in that it investigates the effect of using BBC Learning English application on developing 10th grade students' both listening and speaking skills and their attitudes toward it.

METHOD AND PROCEDURES

Participants of the Study

The study participants were 46 students studying at Al -Mashari' Secondary School for Boys. The reasons for choosing the school was that it is the place where the researchers works and the collaboration of the school administration. The students were already divided into two sections of 23 students each by the school administration. Section A

(control group) was taught oral skills (listening and speaking) regularly and section B (experimental group) was taught the same skills via the British Council BBC Learning English application method.

Design of the Study

This quasi-experimental design was used in this study in which the school is intentionally chosen. The independent variable of the study is studying English Language by using British Council BBC Learning English application method, which is given to the experimental group, but this variable is not used with the control group. The control group is taught English language listening and speaking skills using regular instruction. Both are taught the prescribed textbook entitled *Action Pack 10*.

The experiment of the study lasted for a period of 8 weeks during the first semester in 2022/2023. The subjects of the study consisted of 46 students at AL-Mashari' Secondary School for Boys. Those students were already and equally divided into two groups. Group A consisted of 23 students and was chosen to be as a control group. Group B consisted of 23 students and was assigned as an experimental group. Both groups were tested prior to applying the experiment to know their knowledge in listening and speaking skills. The same test was applied after eight weeks to ensure and measure the effect of using British Council BBC Learning English application method on the 10th grade EFL students' listening and speaking skills. The study independent variable is the teaching method which includes teaching listening and speaking using the British Council BBC Learning English method and teaching listening and speaking by using regular instruction. The dependent variables are students' scores of both groups (experimental and control) in the pre- and post-tests, and the experimental group students' responses to the questionnaire items.

Instruments of the Study

The study instruments were pre/post-test and a questionnaire. The test consists of two parts, listening and speaking. The listening section includes 12 objective questions. The speaking section includes one question and was assessed using the following scale: fluency, vocabulary, pronunciation, and grammar.

The questionnaire was designed by the researchers to investigate the attitude of experimental group students toward using BBC Learning English application method. It consisted of twenty items (10 for listening and 10 for speaking). The test was used for the current study at the beginning of the study and before applying the experiment. After eight weeks of experiment, the same test and a questionnaire were applied as a post-test to measure if using British Council BBC Learning English application has an effect on students' listening, speaking, and attitude.

A team of professors who are specialized in TEFL, CALL and English language supervisors, to make sure of the test validity and questionnaire validity. Their notes, remarks, comments and recommendations were taken into consideration. They checked the test regarding the questions number, scores distribution, form, content, grammar, spelling, meaning and duration. They also gave their remarks in the questionnaire. They

made important changes on the test and the questionnaire such as changing the scale and adding more questions.

To establish the reliability of the test, the test-retest technique and the questionnaire were used. This was implemented by conducting a pilot study where a test was given to 20 students who are not included in the study sample. They sat to a test, two weeks later; the pilot group received the same test. By using Pearson's formula, the reliability coefficient test was calculated.

The speaking part was assessed by two raters. Each assessed student's speaking performance individually. Students' interviews were videotaped for later checking if there is a difference in the raters' system. The inter-rater reliability between them was found to be 0.82%. Thus; the test can be described as being reliable.

To achieve the reliability of the questionnaire items, Alpha should range between 0.80 and 0.95. Therefore, to decide if the questionnaire items were reliable, interrelated and consistent, the reliability of questionnaire was measured by "Cronbach Alpha Coefficient". The questionnaire was distributed to a sample of students who are not from the participants of the study. The alpha value for the questionnaire items was 0.84 which indicated that the instrument is reliable.

Instructional Program and Treatment

The researchers used the Student's Book listening and speaking activities in teaching both groups, but they were taught differently. The control group studied regularly whereas the experimental group studied by using British Council BBC Learning English application method with activities related to the ones in their textbook. This method was repeatedly used to make students feel confident and participate freely. The method includes multiple educational levels with a variety of activities and exercises for learning speaking and listening skills.

To develop the experimental group students' listening and speaking growth, the teacher undergoes the experimental group students to listen and watch British Council BBC Learning English application videos on topics related to their textbook activities. During the Activities, students had to listen and watch with full concentration.

The control group students were taught listening and speaking skills using regular techniques including tapes and cassettes for teaching listening and speaking activities in the Student's Book. The teacher used these techniques to help students develop their listening and speaking

The experimental group is taught listening and speaking skills activities via using the British Council BBC Learning English application method, whereas the control group is taught the same activities regularly. The selected British Council BBC Learning English application method is intentionally and skilfully chosen to cover the harmonious activities of listening and speaking skills found in the textbook for the tenth grade.

BBC learning English application is a platform with multiple English learning activities suited to different levels for English learners and it meets the students' needs for learning the language skills through delivering full-length courses. Each course is standalone,

which means that a learner has an opportunity to choose the best way to study the course appropriate to him/her.

Procedures of the Study

This study was conducted during the first semester of the academic year 2022/2023 at Al- Mashari' Secondary School for Boys. The following procedures were followed after the researchers had got approval from the Directorate of Education in Northern Valley to conduct this study.

1. The participants were already divided into two groups. They were assigned randomly into two groups. The first was designated as an experimental group, while the second was designated as a control group.
2. In this study, the listening and speaking pre-test was administered for all groups to ensure that there were no statistically significant differences in the students' performance between the experimental and control groups before the experiment.
3. At the beginning of the semester, a speaking and listening test was administered to both groups in order to assure their speaking and listening level before starting the experiment.
4. The experimental group students had used British Council BBC Learning English application method in each session before they joined the class about the topic. After they had watched the video, they were asked to talk about what they had seen and learned.
5. The control group was taught listening and speaking through using regular instruction. At the end of the experiment, a post-test was administered for measuring the effectiveness of the treatment.
6. The data were analysed by means of Statistical Package of Social Sciences (SPSS) software. Because there were two groups in this study, the researchers used T-test, means and standard deviations for comparing the results and measuring the effectiveness of the treatment.

Statistical Analysis

The researchers corrected the listening and speaking tests according to the number of the questions which were 3 for listening and 2 for speaking for both pre- and post-tests. The overall grade was 32 out of 32. The following were derived from the data through using SPSS: Means, standard deviations, and significance level for all the variables of the study, including method of teaching (BBC Learning English application Method vs. Regular Instruction) and skill (listening and speaking). Data were collected from the students after asking them to complete the questionnaire, answer the questions, and submit it back.

FINDINGS OF THE STUDY

The listening and speaking pre-test was administered to both groups to know the actual level of the students before starting the experiment. Means, standards deviations and t-

test were used to find out any significant differences between both groups of the study, as shown in table below.

Table 1. Means, Standard Deviations and T-Test Results of the Experimental and Control Groups on the Listening and Speaking Skills Pre-test

	Group	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Listening	Experimental	23	7.74	1.389	.408	44	.685
	Control	23	7.57	1.502			
Speaking	Experimental	23	8.30	1.259	-1.127	44	.266
	Control	23	8.74	1.356			
Total Mean (Listening & Speaking)	Experimental	23	16.04	2.421	-.347	44	.730
	Control	23	16.30	2.670			

Table 1 reveals that students' scores for both groups were almost equivalent in the pre-test before applying the experiment. This indicated that the two groups were equivalent before starting the experiment in listening and speaking. This also showed that the difference between the mean scores of both groups on the listening and speaking pre-test was not statistically significant.

Findings Related to the First Question

The first question of the study focused on whether there were any significant differences between the mean scores of the experimental and control groups due to the method of teaching (BBC Learning English Application vs. the Regular Instruction) on students' oral skills (listening and speaking). To answer this question, the independent sample T-test was used to compare between the mean scores of the two groups (control and experimental) on the post-test in listening and speaking skills.

For answering the first question, means and standard deviations of experimental and students' performance in their listening skills due to the method of teaching (BBC Learning English Application vs. the Regular Instruction) and t-test were used to find out any significant differences between both groups, as shown in table below.

Table 2. Means, Standard Deviations and T-Test Results of the Experimental and Control Groups on the Students' Performance in Listening and Speaking Skills Post-Test

	GROUP	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Listening	Experimental	23	12.74	1.936	5.200	44	.000
	Control	23	9.70	2.032			
Speaking	Experimental	23	12.22	1.622	4.588	44	.000
	Control	23	9.87	1.842			

Table 2 shows that there are statistically significant differences at ($\alpha = 0.05$) between the means of both groups on the post students' performance in listening and speaking skills, in favor of the experimental group (BBC Learning English Application method). As a result, the study hypothesis, "There are no statistically significant differences between

the mean scores of the experimental and control groups due to the method of teaching (BBC Learning English Application vs. Regular Instruction)) at $p \leq 0.05$ on EFL students' performance in listening skills in the post-test", was rejected.

Findings Related to the Second Question

The second question of the study was "what are the experimental group students' attitudes toward using BBC Learning English application as a method in learning listening and speaking skills?" To answer this question, a questionnaire consisted of 20 items was used. By having deep interpretation and analysis of the questionnaire results, the experimental group students appeared to have a positive attitude toward the BBC Learning English application as a method. These might be due to the effect of using BBC Learning English application as a method as an interesting and motivating tool as shown in the table below.

Table 3. Means and Standard Deviations of Experimental Group Students' Attitudes toward Using BBC Learning English Application Method

Rank	No	Item	Mean	SD	Degree
1	20	Using BBC Learning English app makes the lessons interesting	4.87	.344	High
2	9	Using BBC Learning English app helped me learn English at any time from any place	4.65	.647	High
3	8	Using BBC Learning English app helps me recognize the ideas on different topics and subject matters	4.61	.583	High
4	11	Using BBC Learning English app helps me develop speaking skill	4.48	.665	High
5	12	Using BBC Learning English app helps me improve pronunciation while speaking	4.48	.511	High
6	3	Using BBC Learning English app helps me recognize pronunciation efficiently	4.35	.714	High
7	1	Using BBC Learning English app helped me understand and comprehend vocabulary effectively	4.30	.703	High
8	7	Using BBC Learning English app helps me comprehend grammatical structures effectively	4.26	.964	High
9	19	Using BBC Learning English app helps me use English with proper intonation.	4.22	.600	High
10	4	Using BBC Learning English app helps me realize English with proper intonation	4.09	.793	High
11	16	Using BBC Learning English app helps me practice grammatical structures efficiently and effectively while speaking	4.09	.668	High
12	14	Using BBC Learning English app helps me practice English at different speeds	4.04	.976	High
13	6	Using BBC Learning English app helps me understand figures of speech	3.96	.767	High
14	10	Using BBC Learning English app helps me understand authentic English in real-life situations effectively	3.96	.878	High
15	13	Using BBC Learning English app helps me utilize idiomatic expressions	3.96	.706	High

16	18	Using BBC Learning English app helped me learn English at any time from any place to learn speaking	3.91	.900	High
17	5	Using BBC Learning English app helps me comprehend idiomatic expressions	3.87	.869	High
18	17	Using BBC Learning English app helps me use the right vocabulary while speaking	3.87	.757	High
19	15	Using BBC Learning English app helps me develop fluency while speaking	3.70	.765	High
20	2	Using BBC Learning English app helps understand English at different speeds in speaking	3.52	.511	Medium
Mean			4.16	.240	High

Table 3 shows that Item 20, "Using BBC Learning English application makes the lessons interesting" receives the highest mean (4.87) with a high degree, while item 2 "Using BBC Learning English app helps understand English at different speeds" was ranked last with a mean of 3.52 with a medium degree. It also indicates that only one item (Using BBC Learning English app helps understand English at different speeds in speaking) was ranked medium with and the total mean for all items is 4.16.

After analyzing and interpreting students' attitudes toward using BBC Learning English Application method and its effect on their attitudes, the researchers found out that most students' responses were strongly agree and agree. This indicated that using BBC Learning English Application method had a positive effect on students' attitude. The experimental group students' responses indicated that using BBC Learning English Application method was very exciting and effective. Therefore, using BBC Learning English Application method is regarded better than using regular method in developing students' attitude.

DISCUSSION OF THE RESULTS

Discussion of the Results of the First Question

The results of the study revealed that BBC Learning English Application method was a very operative method for developing listening skill. It showed the significant difference between the scores of the experimental and control groups in the interpretation part. While the score for the control group was low, this suggests that the experimental group has been successful in identification. Additionally, the study showed the results for both groups in the post-test. The mean for the control group was 19.75 and 24.96 for the experimental group. The results showed that there were statistically significant differences at $\alpha = 0.05$ between the means of both groups on the students' listening post-test, in favor of the experimental group (BBC Learning English Application method).

This finding may be attributed to the fact that English used in BBC Learning English Application is authentic because it is used by native speakers and this could help students acquire the listening and speaking skills. Using BBC Learning English application also may encourage students to use it to learn English any time and any place with a relaxed atmosphere. The results of the first question agree with the results of many studies that tackled the use of BBC Learning English Application method and its effect on listening

skill. Similarly, researchers have found that students can gain benefits from using BBC Learning English application to enhance learners' listening skill (Bradcha and Djendi, 2019; Luu, Vo, & Nguyen, 2021). They also discovered that the use of BBC Learning English application is the most effective approach for learning listening skill.

These findings are supported by Bataineh and AlQadi's study (2014) that the effects of using authentic-based videos on language proficiency were significant. These effects include the students' engagement in listening and speaking skills. The results of this question also agreed with the results of Knaan and AbuSeileek's study (2013) that audiovisual is an effective technique for learning the listening skill.

The findings also agreed with Purpa (2018) that who conducted a study on the effect of Audio-Visual Teaching Media on the students' listening skill. The experimental group outperformed the control group. This suggested that BBC Learning English might have positive effect on students' listening competences. The result of the question was also consistent with the results of Riftingingsih (2018) that students listening skill got significant improvements and the use of video media played an important role in learning listening skill.

The results of the study revealed that the BBC Learning English Application method was a very effective way to develop speaking skills. It showed the significant difference between the scores of the experimental and control groups in the interpretation part. While the score for the control group was low, this suggests that the experimental group learnt speaking more significant than the other group. Additionally, the study showed the results for both groups in the post-test. The mean for the control group in 9.87 in the speaking skill. The mean score for the experimental group was 12.22 in speaking. The results showed that there were statistically significant differences at $\alpha = 0.05$ between the means of both groups on the post students' speaking skills test, in favor of the experimental group (BBC Learning English Application method).

The findings of this study were in line with DavydenKo (2021) that BBC Learning English application activities contribute to integrating language listening and speaking skills and improve students' listening comprehension. Moreover, the results of the study confirmed and agreed with Bataineh and Al Qadi (2014) who aimed to reveal the impact of authentic videos on the students' language proficiency. The experimental group students indicated tangible progress in speaking skills as shown in the results.

The findings of this study were also in line with Setiadi (2021) that the use of BBC Learning English Application resulted in much more success and higher quality. , researchers have found that students can gain benefits from using BBC Learning English application to enhance learners' speaking skill. The results agreed with Luu, Vo, and Nguyen's study (2021) on the benefit of using BBC Learning English Application on developing speaking skill. The results showed that BBC Learning English Application was found the most effective and famous for learning speaking and it had a significant effectiveness in improving speaking skill as it motivated both teachers and students.

The findings also went along with the results of a study conducted by McMinn (2008) on the effect of using podcasting. It showed that podcasting provided chances for cross-

curricular tasks and promoted an operative environment for learning the language listening and speaking skills. Based on these findings, it can be concluded that BBC Learning English Application is one of the technological aids that provides amazing topical lessons with videos and audios to learners to help them learn the speaking skill by practicing everyday updated conversations on the application.

Discussion of the Results of the Second Question

The questionnaire results indicated that the experimental group students appeared to have positive attitude toward the effect of using BBC Learning English application method and its effect on their listening and speaking skills.

After analyzing and interpreting the students' attitudes toward using the BBC Learning English application method, it was found out that the responses of most students are "strongly agreed" and "agreed". This indicated that using BBC Learning English application method has an effect on learner's attitude. The experimental group students' responses showed that they use the BBC Learning English application method as an interesting and enjoyable tool. Therefore, the BBC Learning English application method can be deemed as better than using the regular teaching method in developing students' attitudes.

Similarly, Davydenko (2021) found out that BBC Learning English application method increased students' motivation. Moreover, the findings also agreed with Ilter (2015) that technology-based films method is required for learning listening and speaking skills and English lessons, based on the results, it might turn to be easy and interesting with the use of technology.

CONCLUSIONS

It could be concluded that BBC Learning English application method is so important in teaching listening and speaking skills. The findings of this study, from empirical and theoretical point of view, suggested that the BBC Learning English application method had a positive impact on the EFL learners' listening and speaking skills. Additionally, it is found that this study supports the notion that the use of BBC Learning English application method in the school learning environment is highly appreciated by school students. Moreover, this study indicates students are more interested in using BBC Learning English application method in their school environment to develop listening and speaking skills. The results revealed that the students have positive attitudes towards the learning environment of BBC Learning English application method. More specifically, this research could lead to the following conclusions:

- BBC Learning English application method could be supportive for listening and speaking skills learning.
- Developing listening and speaking activities through using BBC Learning English application method might be more useful due to the use of BBC Learning English application method, which can be regarded as an effective tool to develop listening and speaking skills due to its worthwhile features.

IMPLICATIONS AND LIMITATIONS

The BBC Learning English application method is simple to use and free. Thus, the Ministry of Education may urge schools to train their English teachers to utilize it. To improve students' listening and speaking skills, curriculum designers should take into account the value of using a BBC Learning English application technique and update English language curricula and texts in a way that supports this use. The successful development of the EFL learner's literacy and other language competencies should be the goal of EFL curriculum designers. These approaches and tools should be based on instructional BBC Learning English application resources. More research could be done to determine how well BBC Learning English application strategies work with EFL learners on various language competencies, areas and skills using various variables and at various grade levels. Because BBC Learning English application tools increase students' interest, involvement, and confidence in their English language abilities, teachers should be encouraged to use them. To successfully implement the BBC Learning English application approach, teachers must create a suitable learning environment. By incorporating it with everyday base classes or technology, the BBC Learning English application strategy replaces the conventional method of learning. By recognizing the students' efforts with points and badges and displaying their names on the leader board, you can push the student to complete chores, assignments, and homework inside and outside of the classroom in a few simple steps. This will inspire them to continue studying in a fun and engaging manner.

The results of the study are limited to the 10th grade EFL male students at Al-Mashari Secondary School for Boys during the first semester of the academic year 2022/2023. The findings are bound by the time limit for the period of two months in which the study was conducted. It is also limited to using BBC Learning English Application method that is purposefully chosen by the researchers with the help of experts. Another limitation is related to the selected topics of the material of the study (listening and speaking skills only). Finally, this study also examined the impact of using BBC Learning English Application on only the experimental group students' attitude at Al-Mashari' Secondary School for Boys.

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